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ABSTRACT

This booklet describes a model technical assistance program of 16 products and services for Comprehensive Employment and Training Act prime sponsors. An introduction overviews the developer, the National Center for Research in Vocational Education, and the model. Goals and components of the model are described. This information is provided for each product/service available: overview, purpose and objectives, and description of product and/or services. These technical assistance needs and the products and/or services designed to meet them are described: working with service deliverers (guidelines for Requests for Proposals, proposal development, and evaluations); using new information (reviews of demonstration projects and Knowledge Development Activities); using labor market information (guidelines); collaboration (apprenticeship linkage models); intake (implementation guidelines); testing (implementation guidelines); guidance and Employability Development Plans (guidance procedures and employability guidelines); orientation to world of work (individualized curriculum); planning, decision making, occupational choice (individualized curriculum); work maturity skills (individualized competency-based curriculum); job search skills (individualized competency-based curriculum); private sector involvement (procedures for identifying needed training and skills, methods of gaining commitment to hire); reading and math (procedures for teaching occupationally relevant skills); job placement and development (guidelines for agency collaboration); and followup and followthrough (procedures). (YLB)

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TECHNICAL ASSISTANCE

FOR EMPLOYMENT AND TRAINING PROGRAMS

Overview

Provided by the Technical Assistance for Occupational Skills Training Project Sponsored by the Office of Youth Programs, U.S. Department of Labor

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
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TECHNICAL ASSISTANCE FOR EMPLOYMENT AND TRAINING PROGRAMS

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FOREWORD

Technical Assistance for Employment and Training Program: Overview describes sixteen products and services developed for the U.S. Department of Labor's Office of Youth Programs. These products and services are intended to comprise a "full-service" technical assistance model that can be used by the employment and training community to better meet the training needs of staff and CETA-eligible youth and adults.

The contributions of the Fort Wayne (Indiana) Area Consortium Philadelphia Office of Employment and Training and Kentucky Balance of State Prime Sponsor are gratefully acknowledged. These sites participated in the planning and pilot testing of selected products and services.

Appreciation also is expressed to project staff. Brian Fitch, Program Director, was the major author. Other staff members include Sandra Pritz, Program Associate; Robert Bhaerman, Research Specialist; Bettina Lankard, Program Associate; Gale Zahniser, Program Associate; and William Goldwair, Research Specialist.

Robert E. Taylor
Executive Director
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in Vocational Education

EXECUTIVE SUMMARY

Under contract with the Office of Youth Programs, U.S. Department of Labor, the National Center for Research in Vocational Education has developed and tested a model technical assistance program of products and services for CETA prime sponsors. The National Center worked closely with three prime sponsor pilot sites to identify their technical assistance needs. These needs were reviewed by a project advisory committee consisting of representatives of CETA, education, community-based organizations, and the private sector to ensure that the products and services provided would be useful nationally.

Accordingly, staff training programs, implementation guidelines, and curricula have been developed to help prime sponsors improve their services and use their resources more efficiently. The sixteen products and services provided meet major needs in planning; intake and assessment; career orientation and planning; employability and job retention skills training; occupational skill training; and placement, follow-up, and follow-through.

This overview booklet describes the goals and components of the technical assistance model, and detailed information is provided for each of the products and services available. Endorsements of the program's effectiveness are included, as well as information about availability of the products and services.

INTRODUCTION

Overview of the National Center

The National Center for Research in Vocational Education has been involved with employment and training programs for more than sixteen years. During this time, the National Center has provided research, development, evaluation, staff training, and technical assistance for CETA prime sponsors; business, industry, and labor; schools; and agencies of local, state, and federal government.

More than 300 permanent employees at the National Center work on the eighty to ninety projects that are conducted annually. The staff is organized into seven operating divisions in order to meet the specific needs of its sponsors. These divisions are: Research, Development, Evaluation and Policy, Special Projects, Information Systems, Personnel Development, and International.

Funds for the National Center's activities come from such sponsors as the U.S. Department of Labor (DOL), U.S. Department of Education, the National Institute of Education, state departments of education, local school districts, private industry and business, and nonprofit institutions and organizations.

Technical Assistance Model

The National Center for Research in Vocational Education, while under contract with the Department of Labor, developed a technical assistance model and services for use by the employment and training community. The model is based on the technical assistance needs identified by selected CETA prime sponsors, private industry councils, service providers, state manpower personnel, regional management assistance staff members, and federal representatives.

GOALS AND COMPONENTS OF THE MODEL

The general goals of the technical assistance and training model are to:

1. Improve the capacity of the CETA system to provide high quality training to youth and adults

2. Foster improved linkages between agencies so that training can respond to the needs of program participants and the labor market demands of the community

3. Develop further, through pilot testing of the technical assistance and training model, the capacity of the National Center to serve as a provider of technical assistance to members of the employment and training community

The goals of the model were achieved by developing sixteen products and services that are designed to meet major technical assistance needs. These components are overviewed on the following page.

PRODUCTS AND SERVICES

Sixteen products and services are available to the employment and training community from the National Center. The following sections provide information about each product and service, consisting of an overview, statement of purpose and objectives, and description of services.

Working With Service Deliverers

Overview

The Request for Proposal (RFP) is one of the most important documents ever written by an employment and training agency. The RFP should be based on the agency's plan for providing training and services and be written in such a way that potential service providers will be completely responsive when developing their proposals.

Problems sometimes arise in the RFP and proposal development process, however. Examples of such problems are (1) the RFP does not adequately reflect the agency's plan; (2) the RFP does not call for descriptions of programs that can be measured in terms of outcomes for participants; (3) potential service

CETA TECHNICAL ASSISTANCE COMPONENTS

Technical Assistance Needs	Description of Products and Services	Page
I. Planning		
A. Working with service deliverers	Guidelines for Requests for Proposals (RFPs), proposal development, and evaluations	2
B. Using new information	Reviews of demonstration projects and Office of Youth Program's Knowledge Development Activities	7
C. Using labor market information	Guidelines on developing and using labor market information	11
D. Collaboration	Models of apprenticeship linkages	13
II. Intake and Assessment		
A. Intake	Guidelines for implementation	17
B. Testing	Guidelines for implementing a testing and assessment program, including a bibliography description of tests	19
C. Guidance and Employability Development Plans (EDPs)	Guidance procedures and employability guidelines for EDP development, updating and use	23
III. Career orientation and planning		
A. Orientation to the world of work	Individualized curriculum	27
B. Planning, decision making, occupational choice	Individualized curriculum	31
IV. Employability skills		
A. Work maturity	Individualized competency-based curriculum	35
B. Job search	Individualized competency-based curriculum	39
V. Occupational skill training		
A. Private sector involvement	Procedures for identifying training to be given and skills to be taught; methods of gaining private sector commitment to hire	43
B. Job training	Individualized competency-based curriculum for selected occupations and models for new development	47
C. Reading and math	Procedures for teaching occupationally relevant basic skills	51
VI. Placement, follow-up, and follow-through		
A. Job placement	Guidelines for collaboration among agencies in job development and placement	53
B. Follow-up and follow-through	Procedures for conducting follow-up and identifying supportive services that may be needed	55

Note: All products and services include a staff training component

providers have difficulty writing proposals that are responsive to the RFP; (4) proposals that are written do not provide the basis for program monitoring and evaluation; and (5) the sponsoring agency does not have a uniform process for evaluating the strengths and weaknesses of proposals.

Purpose and Objectives

The National Center offers a combination of services to assist the staff of employment and training agencies in the development of RFPs and evaluation of proposals, and also to assist potential service providers with the development of proposals.

In working with employment and training agencies, the National Center assists agency staff to--

- communicate the need for programs and services in a clear and concise manner in the RFP;
- include in the RFP specific requirements for goals, objectives, program activities, evaluation procedures, and budgets; and
- plan a uniform and comprehensive evaluation of proposals that are received.

The National Center also assists potential service providers in--

- identifying the need that the sponsoring agency has and the specific problems that must be solved;
- developing goals, objectives, program activities, evaluation procedures, and budgets that are performance based and represent the outcomes that are to be achieved with participants;
- considering linkages with other service providers that would improve the experiences offered to participants and reduce the overall cost of program implementation.

Description of Services

The National Center provides a combination of staff training and individual consultation to meet the needs of employment and training agencies and service providers.

Assisting with the development of the RFP and with evaluation of proposals usually requires a period of several months. During this time the National Center meets with staff members to determine the purpose of the RFP and problems likely to be encountered in writing it, conducts large and small group training sessions, reviews the document in draft stage and recommends modifications as necessary, prepares proposal evaluation procedures and guidelines, and participates in proposal evaluation if so requested.

Assistance to service providers usually is given in a workshop setting where provisions of the RFP are reviewed and specific training is given for proposal development. Procedures, techniques, and examples are presented for writing all parts of the proposal. Workshop participants actually draft sections of their proposals during the workshop and receive assistance and critiques. The workshop usually requires one to three days depending on the scope of the RFP and the needs of the staff to be trained. Follow-up assistance can be provided after the workshop if necessary.

Using New Information

Overview

The question of using new information is addressed in the Knowledge Development Workshops conducted by the National Center for Research in Vocational Education. These training sessions enable staff of employment and training agencies to use the U.S. Department of Labor's Knowledge Development Reports and related materials for problem solving and action planning. The topics of the workshop are selected by the participants who make their needs and interests known before the workshops actually begin. The workshop sessions are intended to "pull" together" and make some "sense" of the massive amount of information included in the reports. Much of the available information applies to adults as well as youth.

The reports are grouped in twelve categories: (1) Knowledge Development Framework, (2) Research on Youth Employment and Employability Development, (3) Program Evaluations, (4) Service and Participant Mix, (5) Education and Training Approaches, (6) Pre-Employment and Transition Services, (7) Youth Work Experience, (8) Implementation Issues, (9) Design and Organizational Alternatives, (10) Special Needs Groups, (11) Innovative Approaches, and (12) Institutional Linkages. For each of these categories a number of significant findings exist. Workshop staff members present these findings in a succinct way by providing an overview of the significant conclusions in the reports and specific strategies and techniques that have proved successful for both in-school and out-of-school youth in employment and training programs. The focus, however, is not solely on youth; other target populations are included.

Purpose and Objectives

The specific purposes of the workshops are (1) to present a brief background explanation of the Knowledge Development effort of the Office of Youth Programs, (2) to present an in-depth review and synthesis of the Knowledge Development Reports in areas of concern to the workshop participants, and--based upon this analysis--(3) to develop action plans in order to solve problems of concern to the participants.

In light of the growing emphasis on program accountability and cost-effectiveness, it is important that employment and training agency staff be aware of significant research findings and be able to apply them locally.

Description of Services

The workshop itself, which can be structured in either a one- or two-day format, begins with a general discussion of the problem areas identified in advance by the participants. In small group sessions, the focus quickly turns to problem solving. The participants list the problems that they face for which they hope to find solutions during the workshop. Then they review excerpts of the Knowledge Development Reports and other materials and take notes about any potential problem solutions. Problem solving includes the following steps:

- Identify participants and their needs.
- List options that are available to you.
- List positive and negative points of each option.
- Decide on the appropriate strategy to meet the needs and the resources that are necessary to employ that strategy.
- List the steps needed to implement the strategy.

Time is spent on drafting action plans by individuals or small groups with common problems. The final workshop activity is a large group session in which participants share their plans and summarize their next steps.

The specific materials used in the workshop are as follows:

- Background Information on the Knowledge Development Reports. This product includes a brief description of the goals of the knowledge development effort, a list of the twelve categories of the reports, titles of the reports, brief abstracts, ordering information, and a list of important supplementary reading and discussion materials. (25 pp.)
- Excerpts from the Knowledge Development Reports. Depending on the topic, these excerpts include between twelve to fifteen relevant portions from the reports. The criteria for their inclusion are their relevance and timeliness to the problems previously identified by the participants. This "raw material" provides useful background information for the problem-solving and action-planning approach. (75 to 100 pp.)

In this material, the participants will find useful strategies and techniques as well as important findings and conclusions that offer ideas and insights to assist them in their day-to-day work.

In addition, supplementary materials prepared by the National Center are available to workshop participants. The following three Information Resource Packets are used:

- Planning and Operations
- Intake, Assessment, and Career Exploration
- Training, Placement and Follow-Up

Three items have been prepared for each of the three topics:

- "Strategies"--concise statements from recent research on some of the more effective techniques for dealing with the issues noted above (4 pp.)
- "Conclusions"--findings from some of the relevant major studies in the various areas of employment and training (8 pp.)
- "Publications"--brief abstracts of the major research and development studies that have appeared in the past few years in these areas (20 pp.)

Other Information Resource Packets in areas identified by the participants can be developed as they make their needs and interests known to the workshop staff.

Guidelines for Developing and Using Labor Market Information

Overview

This service is designed to provide employment and training program planners and managers with a strengthened capacity to develop programs that are attuned closely to the needs of local employers and labor market conditions. This is done by helping planners, managers, and others involved with program design and implementation to place increased emphasis on the use of labor market information for planning and operational purposes. As a means for doing this, the work of this project is directed to the local adaptation and implementation of two tools. One is a set of guidelines and procedures for conducting a comprehensive, local labor market analysis. The second is a set of guidelines and procedures for developing an operational plan for meeting an agency's labor market information needs.

Purpose and Objectives

The service has as its overall goal the improvement of the quality of labor market information that is used to determine the mix of programs and services offered to a local area's economically disadvantaged and unemployed population. This goal is accomplished by fulfilling the following objectives:

1. Improve the quality of local level data that are collected (including data required by federal mandates and information needed for agency planning and operations).

2. Broaden the analysis which agency personnel conduct of local, state, and national labor market conditions affecting program performance.

3. Clarify the picture which agency personnel hold of the local labor force via improved data collection and analysis.

4. Develop an organization-wide operational plan for the use of labor market information.

Description of Services

The objectives are realized by working on a one-to-one basis with staff members of a particular agency. Problem areas related

to labor market information are diagnosed jointly. Likewise, solutions designed to address the problems are developed through discussions and mutual assessments made by National Center staff and agency personnel. This is done because agency staff ultimately are responsible for implementing the operational plan and conducting the comprehensive analysis. Project staff provide technical assistance and staff training for the developmental portions of the work. However, once the guidelines and procedures are established, final realization of the objectives rests with the agency itself.

The service is conducted primarily on-site and consists of two distinct elements: assessment of data collection procedures and development of an operational plan.

National Center staff initially spend time working directly with agency staff members responsible for labor market information. In this way, National Center members gain a clear idea of the specific tasks and responsibilities in which agency personnel are involved. Also, data collection, analysis, and interpretation procedures are closely examined. Staff members from outside agencies such as the local chamber of commerce and economic development planning commissions are visited so that their data collection and analysis efforts can be examined. Once these tasks are completed, National Center and agency staff use the information that has been gathered to determine (1) problem areas with the agency's data collection, analysis, and interpretation procedures; (2) steps which need to be taken to address the problem areas; and (3) essential components of a comprehensive labor market analysis for the area.

The second element of the scope of work can occur simultaneously with the assessment of data collection procedures. The field work focuses on discussions and interviews held with the agency director and other selected staff members. Short- and long-term agency goals are discerned and needs for labor market information determined. Also, meetings are held with individuals in other agencies who are able to provide information about the significant economic problems of the area and the major employment-related problems of the economically disadvantaged population. After this work is completed, the information gathered is used to prepare an outline for using labor market information on an agency-wide basis. Additionally, the procedures for developing the outline are documented so that agency staff can update the plan on an annual basis.

Description of Product and Services

The guidebook is divided into three parts. The first section, "Defining the Issues," explains the purposes of the book, defines key terms, and presents an introductory discussion of such questions as these:

- What are the different types of apprenticeship and preapprenticeship programs?
- What are apprenticeship standards?
- What are the major benefits of apprenticeship and barriers to coordination?

In the second section, the action planning guidelines are detailed; six essential tasks and forty-five specific activities (subtasks) are identified. The final section includes several appendixes dealing with such background information items as sample designs of apprenticeships in two industries, federal laws and regulations affecting the employment of apprentices, and addresses of federal, regional, and state agencies dealing with apprentices. In addition, numerous descriptions of apprenticeship programs are included in the appendixes. Extensive reading lists also are provided throughout the guidebook.

The guidebook also includes action planning worksheets. As noted in the guidebook, developing and implementing apprenticeships are complex activities. The worksheets are intended to help planners, intake specialists, and counselors develop a program based upon analysis of a number of important elements in the entire process. For each of the specific subtasks, the user develops the procedures that should be followed locally.

The National Center offers training to assist agency staff with the development of apprenticeship linkages. Apprenticeships in Employment and Training Programs: An Action Planning Guidebook is provided to all participating staff members.

Intake

Overview

As the introductory step, the intake process is the first interaction point between the CETA program and the participant. The basic purpose of intake is to determine who is eligible for CETA programs and who is not. This sounds straightforward and routine; in reality, however, it is a complex task.

An effective intake system calls for more than simply determining eligibility. It sets the stage for what the client can expect from the program and, conversely, what expectations the program has of participants. It is the introductory phase and, as such, includes outreach or recruitment of potential applicants, orientation to CETA and possibly to the world of work, as well as eligibility determination. It prepares the clients for assessment, development of their Employability Development Plans (EDP), and placement in training or employment.

Many CETA prime sponsors have experienced problems in organizing and administering their intake programs. These problems are difficult to avoid because there are often conflicting needs, such as participant interest and ability versus training and employment openings. These problems are not surprising; they parallel problems that all people encounter in preparing for productive work. A major difference, however, is that CETA participants usually have limited options available to them. Thus, a major challenge for those responsible for the intake process is to help all potential participants in their occupational planning, whether their next steps are within CETA or outside. There rarely is time for in-depth planning at this point, but efforts can be made to make intake far more than a mechanical forms-completion process.

Purposes and Objectives

The purposes of the National Center's one product and several services relative to intake are twofold: (1) to identify problems and pitfalls commonly experienced in the area of intake and (2) to provide examples of models and strategies to help the intake system operate more effectively.

Upon completion of the guidebook on intake and related training, CETA staff will be able to--

1. identify common problems often experienced in the intake process;

2. cite examples of intake strategies employed by various CETA programs;

3. identify advantages and disadvantages of different types of intake systems; and

4. outline and develop appropriate intake processes for their individual settings.

Description of Product and Services

The guidebook is designed to be an easy to use reference document for those involved in establishing or modifying their intake programs. The intake process is presented as an integral part of the participant's experience and the reader is challenged to view intake as the first step of a developmental process rather than a routine application and interview experience.

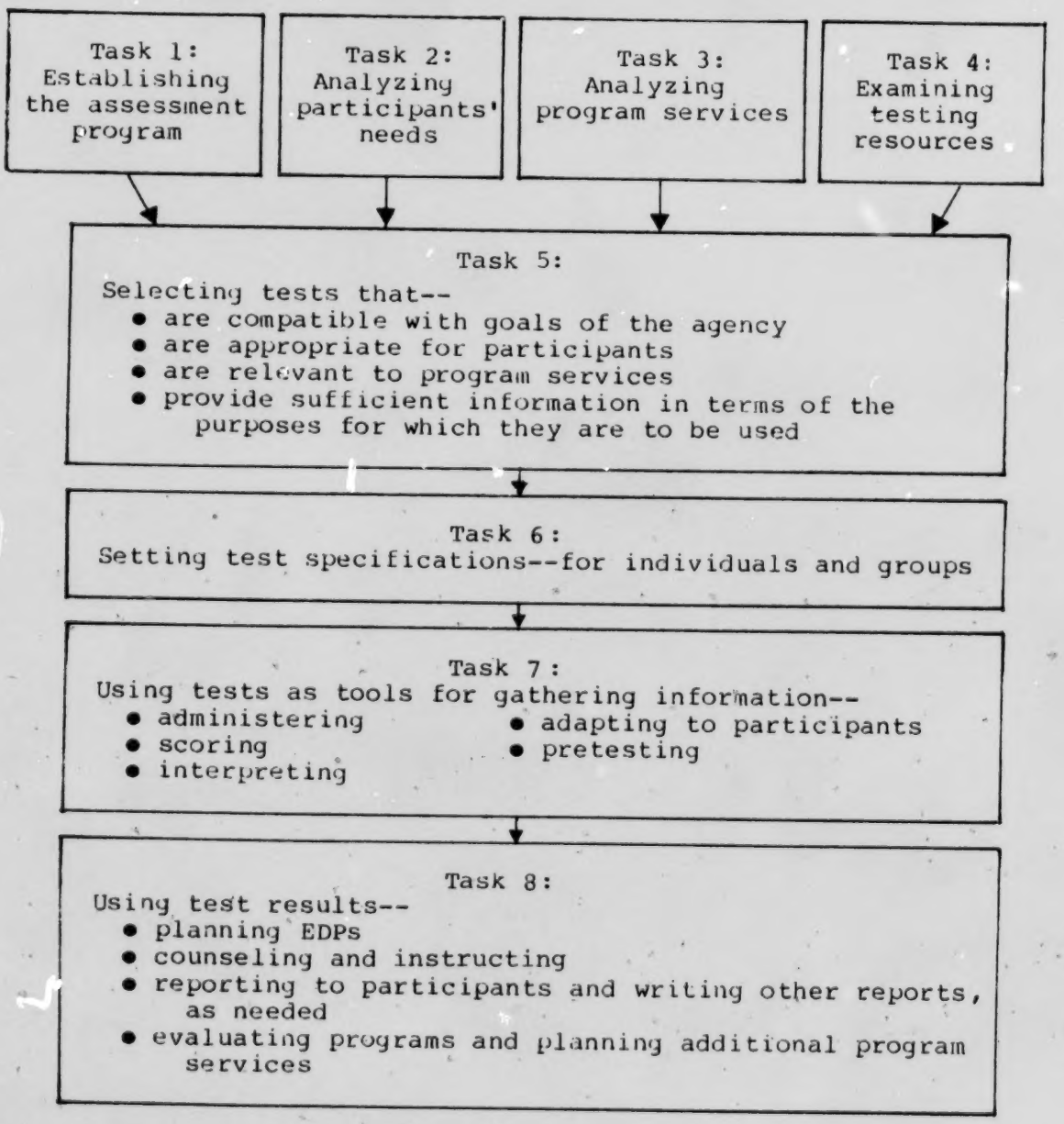
The document includes descriptions of various approaches to intake, and thus the reader will be able to see the advantages and disadvantages of different types of intake systems. It is designed to be a practical guide, one that helps the readers make application of examples to their own unique settings.

The National Center offers training to help CETA staff analyze the intake system and then modify it as necessary. Duration and specific objectives of the training are based on the needs identified by the employment and training agency. The guidebook is provided as part of the training.

Testing

Overview

Testing in Employment and Training Programs: An Action Planning Guidebook provides an understanding of eight essential tasks in planning and implementing a testing and assessment program. The tasks are as follows:


Task 1: Establishing the assessment program
Task 2: Analyzing participants' needs
Task 3: Analyzing program services
Task 4: Examining testing resources
Task 5:
Selecting tests that--
• are compatible with goals of the agency
• are appropriate for participants
• are relevant to program services
• provide sufficient information in terms of the purposes for which they are to be used
Task 6:
Setting test specifications--for individuals and groups
Task 7:
Using tests as tools for gathering information--
• administering
• scoring
• interpreting
• adapting to participants
• pretesting
Task 8:
Using test results--
• planning EDPs
• counseling and instructing
• reporting to participants and writing other reports, as needed
• evaluating programs and planning additional program services

The most important concept stressed regarding the eight tasks is that they do not necessarily follow a rigid time pattern; that is, each should be considered as an ongoing task. Establishing the program, for example, does not mean that the agency's goals are "written in concrete." Obviously, one should be flexible since the needs of agencies change as as do the needs of individuals. Similarly, examining and selecting tests are continuous tasks. Using tests and test results are not the last two steps of the process but are simply part of an unending chain of activities that should lead to the ongoing development of assessment, guidance, training, placement, and other program elements.

Purposes and Objectives

The guidebook is intended for use by employment and training staff, especially test coordinators and administrators, counselors, and instructors. The format, set up to allow quick usage and spot checking, provides these audiences with an understanding of what tasks need to be addressed and why they should be considered.

Some of the major concerns addressed in the guidebook include: the testing instruments that should be used for specific measurement areas and the criteria that should be used to select and use tests and interpret the results. The guidelines and suggested activities will be useful in answering these and similar questions that practitioners raise. The guidelines were derived from a synthesis of literature written on this topic during the past few years. They are intended to provide principles by which to make judgments or determine a course of action; hence, the term "action-planning guidelines" is used. In light of the recent emphasis on education and world-of-work relationships, concrete suggestions for program planning and implementation in this area are vital.

Description of Product and Services

The guidebook is divided into three parts. The first section, "Defining the Issues," explains the purposes of the book, defines key terms, and presents an introductory discussion of such questions as Why should we test? and What kinds of tests are available? In the second section, the action planning guidelines are detailed; eight essential tasks and sixty-seven specific activities (subtasks) are identified. The final section includes five extensive appendixes called "Exploring Tests and Test Systems." In these appendixes, test descriptions are provided for seventy-four tests including paper-and-pencil

devices, comprehensive test batteries, rating scales, inventories, the work sample approach, and many others. The descriptions include ample detail about the test formats, the stage of development of the instruments, possible applications in an employment and training situation, and the addresses of test publishers. In addition, extensive reading lists are provided, as are responses from a survey of test users. A number of relevant standards for educational and psychological tests developed by the American Psychological Association also are included.

As noted in the guidebook, testing is a complex activity--in some ways an art, in some ways a science. Action planning worksheets are provided to assist test users in developing a program based upon analysis of a number of important elements in the entire process. For each of the specific subtasks, the user determines the steps that should be taken locally.

The National Center offers workshops on the topic of testing. Assistance is provided to workshop participants as they apply the information in the Action Planning Guidebook to their own local situations.

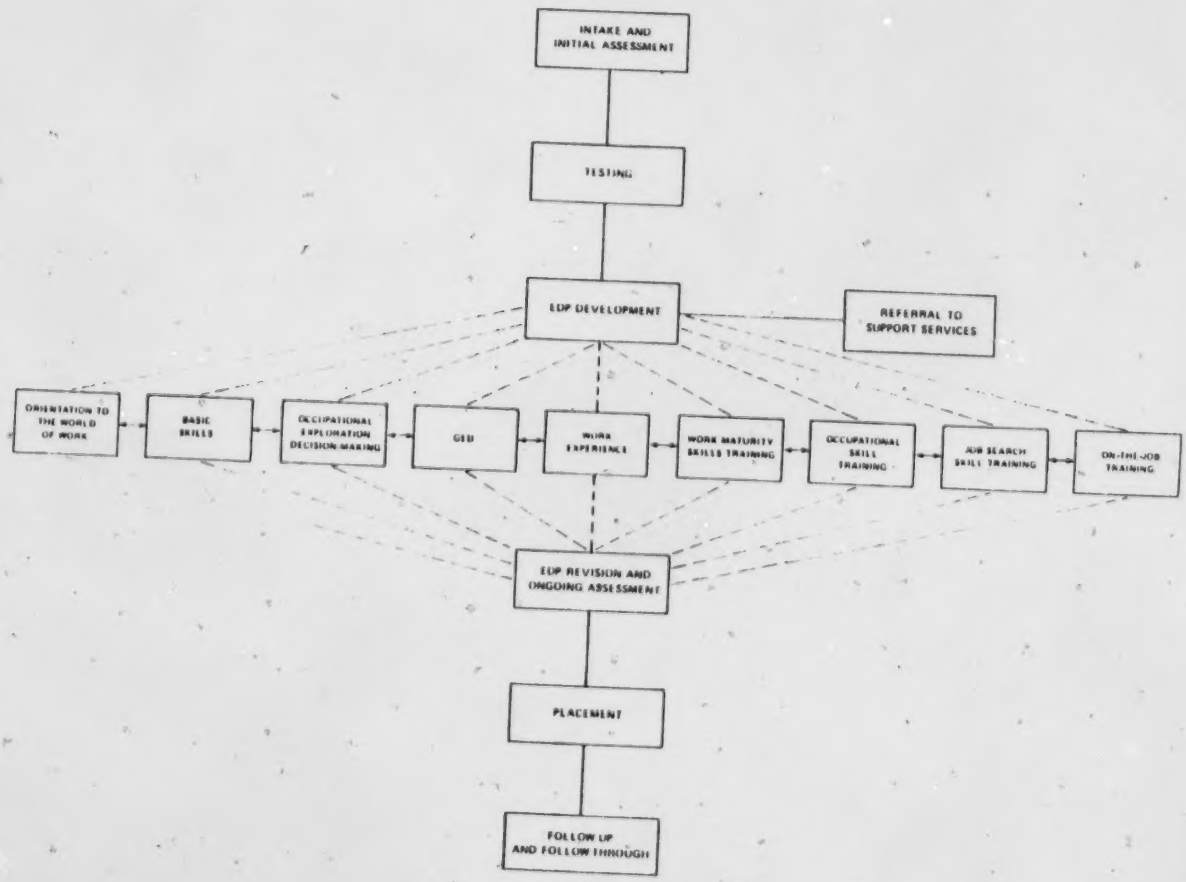
Counseling and Developing Employability Development Plans

Overview

The Employability Development Plan (EDP), if used properly, can be an effective and expedient tool for ensuring that participants obtain optimal benefits from their training and job placements.

The guidebook, Employability Development Plans: Counseling Participants and Developing EDPs, combines the critical elements of guidance and counseling with the varied training activities and services provided through CETA. It contains guidelines that are designed to assist the program participant in becoming more competitive in the labor market.

The development of an EDP is commonly viewed as a burdensome and time-consuming requirement of little, if any, value. However, when integrated into a systems approach, the EDP serves as an aid for counselors to guide participants through the assessment, training, and placement phases of an employment and training program. The diagram shown below depicts how the EDP links the three phases together.



The guidebook presents the EDP as a method whereby the participant, counselor, and others may determine the most appropriate mix of programs and services to enhance the participant's employability. Essentially, the participant signs a contract (the EDP) to improve opportunities for unsubsidized employment. This contract or plan integrates the participant's interests, potential, and abilities with the employment and training agency's capabilities to meet specific labor market needs.

Purpose and Objectives

The overall purpose of the guidebook is to provide a straightforward set of procedures that a counselor can follow in preparing and updating an EDP.

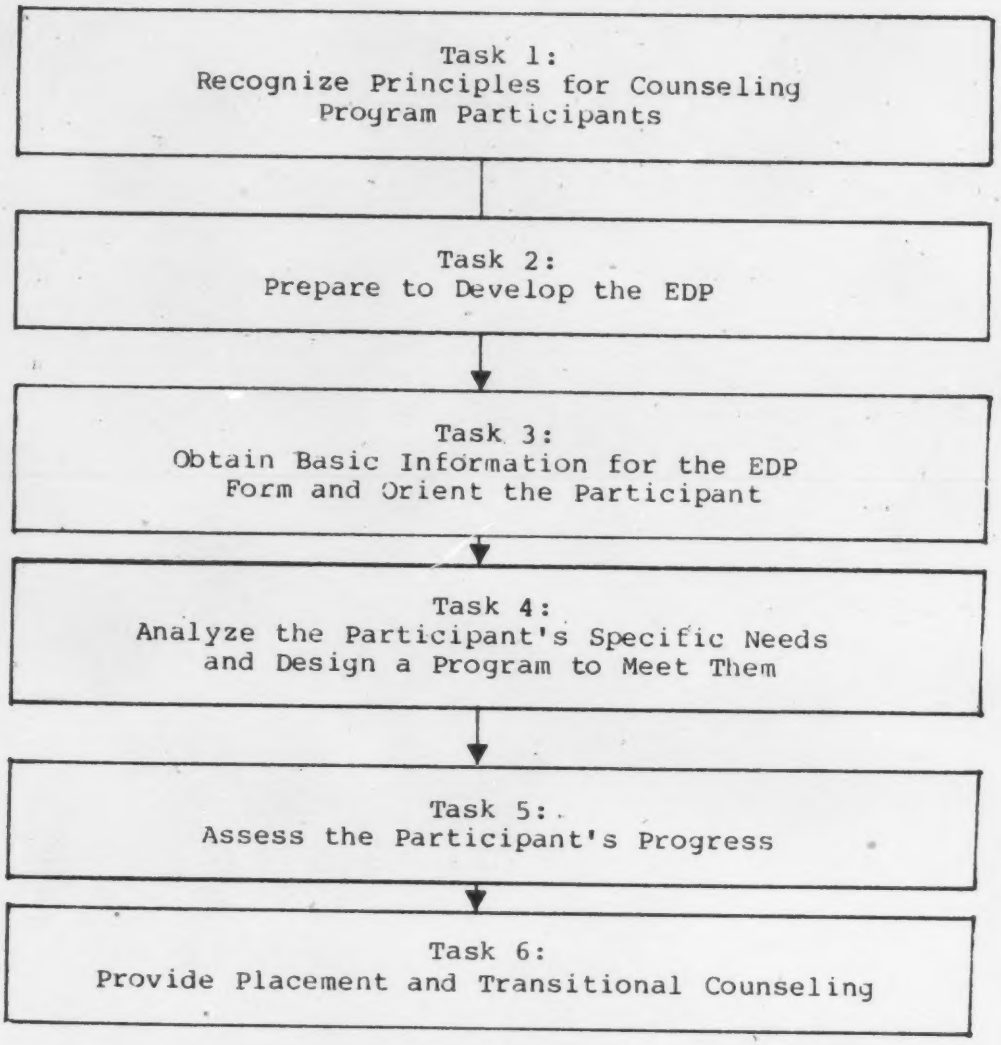
The guidebook emphasizes the importance of using a team approach for improving the employability of program participants. The guidebook does not prescribe additional paperwork for the counselor; instead, it provides meaning and direction for paperwork.

Development of the handbook was guided by the following five objectives:

1. To establish a relationship among the various components of an employment and training program
2. To define roles and responsibilities in the EDP process for counselors, participants, instructors, and other staff
3. To establish a rationale for placing a participant in a specific program or service
4. To actively involve participants in the development of their career goals
5. To ensure that career guidance and counseling is an integral part of the participant's EDP

Description of Product and Services

The guidebook addresses the following tasks:



A model EDP and directions for its use are included.

The National Center offers training to help CETA staff analyze the major elements of the EDP process and then to revise their own process as necessary. The specific objectives and duration of training are based on the needs of staff in the particular agency. The guidebook is provided as part of the training.

Orientation to the World of Work

Overview

Orientation to the World of Work is a program to help prepare participants for enthusiastic involvement in career decision making, planning, occupational skill training, and related occupational preparation.

Purpose and Objectives

The program is designed to acquaint participants with factors that influence their abilities to find and retain jobs that are personally satisfying and rewarding to them. The program is intended for use by participants who have little or no understanding of work or the reason for working.

The following topics are subjects for learning. Activities are structured around these topics and should result in the measurable participant outcomes that are listed below.

I. Motivation for Work

- A. Participants identify ways in which work satisfies their personal needs.
- B. Participants identify ways in which work benefits society.
- C. Participants identify job characteristics that meet personal needs.
- D. Participants identify ways to make work motivating.

II. Work Opportunities

- A. Participants identify roles of people who work in organizations.
- B. Participants identify benefits and drawbacks of working in organizations.
- C. Participants identify benefits and drawbacks of being self-employed.
- D. Participants compare working in organizations to being self-employed as a means of considering which options may be best for them.

III. Career Planning and Decision Making

A. Participants identify ways in which career choices have an influence on life.

1. On life style--how and where one lives; how the person is perceived by others

2. On self--how work is consistent with values, attitudes, and goals

B. Participants identify ways in which career choices have an influence on employment.

1. How the employment outlook for an occupation affects one's choice of work and the possibilities for employment

2. How educational or training requirements affect a personal ability to pursue and succeed in a job

C. Participants identify ways in which career choices impact on job fulfillment.

1. How one's choice influences success or failure

2. How a career choice affects personal enjoyment and satisfaction

IV. Employability Development

A. Participants identify factors that affect employability.

B. Participants state reasons why it is important for workers to acquire employability skills.

V. Personal Value and Self-Worth

A. Participants identify personal strengths and ways to capitalize on those qualities.

B. Participants relate personal experiences, skills, interests, and so forth.

VI. Dealing with Conflict

A. Participants identify instances when conflict exists.

b. Participants identify strategies for coping with conflict.

c. Participants demonstrate techniques for coping with conflict.

VII. Coping with Change

A. Participants identify ways in which current events affect lives and work of people.

B. Participants identify attitudes that influence one's outlook about change.

C. Participants identify strategies for dealing with change.

D. Participants identify skills that are transferable in a changing job market.

Description of Product and Services

The products provided are a participant's manual and an instructor's guide for implementation. Materials are individualized and allow for the program to be administered on an open-entry, open-exit basis. Criteria are established for each topic so that instructors may evaluate participants' achievement of objectives. The illustrated instructional materials are written at the third-grade reading level, with the exception of specific occupational terminology. When such terminology is used, definitions are provided to enable participants to use the materials productively.

The program requires approximately twenty hours of instruction. One instructor is sufficient for a class of fifteen to twenty participants. Counselors should have access to, and be involved in, the assessment of participants so that adequate consideration can be given to updating the Employability Development Plans (EDPs).

The National Center offers the staff training and instructional materials needed to implement the program. Between one and one-and-a-half days should be sufficient for staff development, depending on the needs of the agency being served.

Occupational Planning and Decision Making

Overview

Occupational planning and decision making are very important parts of the overall career development process. The first step in career planning is to learn how to analyze personal interests and abilities. The individual then gathers information about various occupations and relates this information to the emerging personal profile. This new knowledge is used to make decisions about occupational priorities and to plan how to implement those decisions.

A major problem encountered by many CETA participants is that they are not actively involved in making decisions about the training that they will receive. An individual who is not involved in making these decisions, and who does not know how to make them, is not likely to develop a strong sense of commitment to the training that is received and the ensuing job placement.

Purpose and Objectives

The National Center has developed the Career Alert Planning program to enable CETA participants to become involved in the decision-making process. CETA participants develop skills to help them plan CETA training and that can be used later whenever new decisions are required concerning job change or additional training.

The outcomes of participation in the career planning curriculum may be presented in both measurable and nonquantifiable terms. The measurable outcomes are as follows:

- Identification of personal interests and abilities
- Performance of parts of job-related tasks
- Identification of some preferred occupations, based on in-class experiences
- Identification of educational requirements of occupations
- Identification of experiences that would be helpful in preparing for employment in each of the selected occupations
- Decisions about a specific occupation to pursue
- Identification of work maturity skills that would be required on the job
- Identification of transferable skills
- Identification of existing skills
- Identification of next steps needed to learn necessary skills

The nonquantifiable outcomes are as follows:

- An awareness of the kinds of tasks performed by workers in various occupations and of the related competencies that workers need
- An awareness of interests and abilities of various workers
- An awareness of priorities one uses in selecting an occupation, such as interests and abilities, salary, and employment outlook
- An awareness of the work maturity skills required of workers in various occupations
- An awareness of the following occupational information for each occupation explored:
  - likes and dislikes of people who work in the occupation
  - work hours
  - salary range
  - skills needed

- employment outlook
- opportunities for promotion
- education and training requirements

- Reinforcement or improvement of reading, comprehension, and computation skills

Description of Product and Services

The Career Alert Planning curriculum is individualized and requires approximately forty hours to complete. The instructional materials are written at the third-grade reading level with the exception of specific occupational terminology. Definitions are provided when such terminology is used. The program includes a combination of individual, small-group, and large-group activities. One instructor can manage the program with fifteen to twenty participants in a regular classroom setting or the program can be integrated with other training. Because the curriculum is individualized, it can be administered on an open-entry, open-exit basis.

The instructional sequence of the program is as follows.

I. Career Orientation

   A. Why people work

   B. How personal needs and wants can be satisfied by work

II. Career Exploration

   A. Clusters of occupations to explore grouped by primary worker functions

      1. Advising
      2. Arranging
      3. Building and Making
      4. Doing Clerical Work
      5. Helping
      6. Maintaining and Repairing
      7. Thinking in Pictures
      8. Using Information about the Environment
      9. Working with Equipment
      10. Working with Numbers and Symbols

   B. Exploration within clusters based on individual interests and abilities

C. Materials provided for each occupation allow the participant to

1. Explore
   a. Primary work function
   b. Types of jobs
   c. Work maturity skills required
   d. Interests and abilities of workers
   e. Four sample jobs

2. Perform in one job (competency-based)
   a. Responsibilities of the worker
   b. A task selected from one of the responsibilities for the learner to do
   c. Steps and procedures for doing the task

3. Decide (on the basis of additional information)
   a. What workers in the occupation like and dislike
   b. Work hours
   c. Earnings
   d. Skills needed
   e. Employment outlook
   f. Opportunities for promotion
   g. Education and training requirements

III. Decision-Making: processing information according to your priorities

IV. Planning: implementing decisions (expanding the EDP)

The National Center is prepared to provide the staff training and instructional materials that are necessary to implement Career Alert Planning.

Work Maturity Skills

Overview

Employees are expected to demonstrate positive attitudes and have good work habits. Employers will evaluate workers according to these and other work maturity standards. In some cases, work maturity is even more important in an employee's evaluation than demonstration of specific occupational skills.

There is a definite set of work maturity competencies that employees are expected to demonstrate, regardless of the jobs that they hold. These competencies may be defined in terms of the skills that workers need in order to be hired and to keep their jobs. The fact that these competencies are often labeled job retention skills points up their importance to workers.

Purpose and Objectives

The National Center has developed a Work Maturity Skills program to enable CETA participants to acquire the competencies and skills that they need. The program is based on the actual competencies and skills identified by panels of employers representing the kinds of occupations in which CETA participants are placed.

The following outline contains the seven major competencies and related skills that CETA participants acquire in the Work Maturity Skills program. For each skill there is a criterion-referenced measure so that participants can demonstrate competence as they proceed through the program.

1.0 PRESENT A POSITIVE IMAGE

- 1.01 Follow Good Grooming Practices
  - A. Maintain Cleanliness
  - B. Practice Dental Hygiene
- 1.02 Practice Good Health Habits
  - A. Follow Good Nutrition and Diet Principles
  - B. Follow Habits That Promote Physical Fitness
- 1.03 Dress Appropriately for the Job
  - A. Select Appropriate Work Clothing
  - B. Keep Clothing in Good Condition
- 1.04 Exhibit Self-Confidence
  - A. Identify Personal Stengths
  - B. Use Positive Body Language

2.0 EXHIBIT POSITIVE WORK ATTITUDES

2.01 Use Basic Social Skills
- A. Assume Positive Behavior
- B. Exhibit Interest in Others

2.02 Be Creative and Willing to Learn
- A. Identify Creative Potential in Self and Others
- B. Seek New Ideas and Ways of Doing Things

2.03 Take Pride in Your Work
- A. Develop a Sense of Contribution About Your Work
- B. Be Particular About the Finished Product

3.0 PRACTICE GOOD WORK HABITS

3.01 Maintain Regular Attendance
- A. Be Punctual
- B. Be Dependable

3.02 Be Thorough and Diligent
- A. Complete Tasks Willingly and On Time
- B. Be Persistent and Persevering
- C. Maintain Professional Knowledge

3.03 Follow Safety Practices
- A. Identify and Follow General Safety Rules
- B. Operate Equipment Safely
  Identify and Demonstrate First Aid Techniques

4.0 PRACTICE ETHICAL BEHAVIOR

4.01 Exercise Integrity and Good Judgment
- A. Maintain Confidentiality
- B. Maintain Loyalty
- C. Demonstrate Honesty

4.02 Respect Property
- A. Care for the Building
- B. Care for Equipment and Furniture

4.03 Follow Company Rules
- A. Follow Company Policies and Operating Procedures
- B. Cooperate with Organization and Union to Resolve Conflicts

5.0 COMMUNICATE EFFECTIVELY

5.01 Demonstrate Spoken Communication Skills
- A. Use Proper Language
- B. Use Proper Speaking Techniques
- C. Correctly Relate Information and Messages

5.02 Demonstrate Written Communication Skills
- A. State Information in a Clear, Concise, and Correct Manner
- B. Convey Accurate and Complete Information

5.03 Demonstrate Non-Verbal Communication Skills
- A. Use Body Language to Improve Speaking Skills
- B. Use Body Language to Improve Listening Skills

5.04 Demonstrate Good Listening Habits
- A. Exhibit Qualities of a Good Listener
- B. Follow Verbal Instructions

6.0 ACCEPT RESPONSIBILITY

6.01 Use Initiative
- A. Anticipate Responsibilities on the Job
- B. Be Willing to Perform Your Scope of Work

6.02 Use Problem-Solving Techniques
- A. Analyze the Problem
- B. Identify and Choose Among Alternatives
- C. Devise a Plan of Action

6.03 Manage Personal Responsibilities
- A. Manage Responsibilities of Family Living
- B. Manage Personal Finances

7.0 COOPERATE WITH OTHERS

7.01 Work as a Member of a Team
- A. Communicate Freely With Co-Workers and Supervisors
- B. Deal with Job Frustrations

7.02 Work Under Supervision
- A. Identify and Work Within the Organizational Structure
- B. Cope with Conflict

Description of Product and Services

The Work Maturity Skills program is individualized and can be operated on an open-entry, open-exit basis. The program can be managed by one instructor with 15-20 participants in a classroom setting or can be integrated with other training. The various individual, small-group, and large-group activities require approximately forty hours to complete. With the exception of specific occupational terminology, the instructional materials are written at the third-grade reading level. When occupational terminology is used, the materials include sufficient reading instruction for participants to gain the necessary understanding. A competency verification record is provided for CETA participants to present to prospective employers during job interviews.

The National Center is prepared to assist employment and training agencies with implementation of the Work Maturity Skills program. In addition to analyzing the appropriate implementation strategies for a given agency, the National Center offers staff training and the instructional materials that are needed.

Job Search Skills

Overview

Employers expect job applicants to demonstrate certain competencies related to resumé development, filling out applications, participating in the job interview, and portraying the training and other experiences that make them suitable for employment. These competencies, as well as those that are needed to search for a job, may be defined in terms of specific skills that can be learned by CETA participants.

Purpose and Objectives

The National Center has developed a Job Search Skills program to enable CETA participants to acquire the competencies and skills that they need. The program is based on the actual competencies and skills identified by panels of employers representing the kinds of occupations in which CETA participants are hired.

The following outline contains the four major competencies and related skills that CETA participants develop. For each skill, there is a criterion-referenced measure so that participants can demonstrate competence as they proceed through the program.

1.0 PREPARE FOR THE JOB SEARCH

1.01 Choose a Job and Prepare for Employment
- A. Determine the Jobs For Which You are Qualified
- B. Define the Hiring Practices for the Job
- C. Meet the Hiring Requirements

1.02 Compile Information For Application And/Or Resumé
- A. Record Personal Data
- B. State Your Career Objectives
- C. List Your Formal Education and Training
- D. List Your Work Experiences
- E. List Volunteer Experiences
- F. List Your Military Experiences
- G. List Special Credits and Activities
- H. List References

1.03 Prepare the Resumé
- A. Choose a Type of Resumé to Prepare
- B. Prepare a Draft Copy of the Resumé
- C. Prepare the Final Copy of Your Resumé

2.0 SEARCH FOR AVAILABLE JOBS

2.01 Identify Potential Employers.
- A. Compile a List of Job Leads
- B. Gather Facts About Job Leads

2.02 Decide Which Employers to Contact First
- A. Relate Personal Skills to Job Leads
- B. Relate Personal Preferences to Job Leads

2.03 Follow Job Leads
- A. Prepare Your Message
- B. Contact Employers Directly by Telephone
- C. Contact Employers in Person

3.0 APPLY FOR JOBS

3.01 Fill Out Applications
- A. Anticipate Questions
- B. Record Information Neatly, Clearly, Completely, and Correctly

3.02 Present Application
- A. Find Out Relevant Facts
- B. Seek an Appointment for an Interview

4.0 INTERVIEW FOR THE JOB

4.01 Prepare for the Interview
- A. Make the Appointment
- B. Make Arrangements to Get to the Interview
- C. Anticipate Interview Questions
- D. Prepare Your Physical Appearance
- E. Take Necessary Materials
- F. Be Punctual

4.02 Handle the Interview
- A. Handle the Introduction in a Positive Way
- B. Communicate Effectively with the Interviewer
- C. Ask Questions About the Job and Company
- D. Complete the Interview

4.03 Follow-up on the Interview
- A. Evaluate and Improve Your Interview Techniques
- B. Write a Thank You Letter to the Interviewer
- C. Place Follow-up Telephone Calls to the Interviewer

5.0 HANDLE JOB OFFERS

5.01 Find Out Information About the Job and Company

A. Identify Specific Items in the Job Offer
B. Find Out the Company's Policies and Procedures

5.02 Negotiate for the Job

A. Compare Job Offer Items with Personal Needs
B. Make A Choice

Description of Product and Services

The Job Search Skills program is individualized and can be operated on an open-entry, open-exit basis. The program can be managed by one instructor with fifteen to twenty participants in a classroom setting or can be integrated with other training. The combination of individual, small-group, and large-group activities and simulations requires approximately forty to forty-five hours to complete. Participants engage in self-directed job searches during the program or afterwards, or both. It is recommended that at least some of the job searching take place while the participants are in the program so that the instructor can help them learn from their experiences in the field. The instructional materials for the program are written at the third-grade reading level with the exception of specific occupational terminology that is used. The materials include sufficient reading instruction for participants to master such terminology.

The National Center is prepared to help employment and training agencies with implementation of the Job Search Skills curriculum. In addition to conducting staff training and providing instructional materials, the National Center will help specify the roles of instructors, counselors, and job placement and development personnel who are involved with the program.

Private Sector Involvement

Overview

The major goal of employment and training programs is to place participants in private sector occupations. Too often, however, the private sector is not sufficiently involved in planning the training that is to lead to job placements. Therefore, employers may have little confidence in the training that is given, if they know about it at all, and may be reluctant to hire those who have participated in it.

CETA participants are all economically disadvantaged and many are educationally disadvantaged as well. Many participants cannot cross the threshold into private sector occupations, especially ones with a career "ladder," unless employers have strong reason to believe that recent training has made a substantial difference in the participants' job readiness. The best way to convince employers that training has made a difference is to involve them, in an effective and efficient manner, in planning and evaluating the training.

Purpose and Objectives

In all of the programs developed by the National Center for employment and training agencies, private sector involvement has been of primary importance. The National Center has helped prime sponsors, school districts, and other agencies work with employers to meet the following objectives:

- Identify the specific occupations for which employers need trained worker
- Develop training programs that are based on the specific competencies and skills that employers find essential
- Implement the training programs in a manner that closely approximates the actual work conditions that will be encountered
- Evaluate the training by having employers review the curriculum and recommend modifications that are needed
- Place program participants by demonstrating to the employer that the specific competencies identified by that business or industry have been planned by participants
- Coordinate follow-up and follow-through services in such a way that employers can see the benefit to them of having the service performed

If these objectives are met, employers are much more likely to have confidence in the training and to hire program completers.

The confidence that can be generated by meeting these objectives can be demonstrated by the National Center's recent experience in Columbus, Ohio. The National Center worked with the Columbus Public Schools' Division of Adult Education to develop and implement eight advanced training programs for the Columbus-Franklin County CETA Consortium. The National Center used a process called DACUM (Developing a Curriculum) with panels of employers and employees to identify the competencies and specific skills required for each occupation. The training programs were developed accordingly, and employers reviewed the curriculum on a regular basis. Participants were required to demonstrate competence in all required skills and were assisted in doing so by individualized instructional techniques. When participants had job interviews, they presented validated lists of the competencies and skills that they had gained. Many participants were hired by employers who had helped to plan the programs. As a result of private sector involvement in the training, the job placement rate averaged 86 percent for the eight occupations over a period of two years.*

Description of Services

The National Center is prepared to assist employment and training agencies in the process of developing private sector involvement in, and commitment to, the training that is given. The National Center could review current policies and practices related to private sector involvement, help establish new goals if necessary, and help agency staff develop procedures to reach those goals. Potential areas of assistance include conducting assessments of employers' needs for trained workers, conducting DACUM sessions to determine the exact competencies and skills that are required by area employers, developing and implementing new competency-based training, establishing public relations procedures to keep employers informed of the training that is going on and when completers will be available for placement, and identifying the support that can be given to participants as they make the transition from training to full-time employment. Procedures for approaching employers in a consistent and effective manner also could be established between departments in the agency (such as planning, operations, placement, and job development) and with service providers.

* For more information about the training that was given, see the section entitled, "Job Training."

In addition, the National Center is prepared to assist agencies with implementation of competency-based training programs that already have been developed. The reader is referred to the sections entitled "Work Maturity Skills," "Job Search Skills," and "Job Training" for descriptions of competency-based programs that teach skills desired by appealing to employers. By involving private sector representatives in the implementation of these programs, the employment and training agency can demonstrate its commitment to meet employers' expectations.

Job Training

Overview

Over the last three years, the National Center has worked with CETA prime sponsors and private sector employers to develop individualized competency-based training programs. For the Technical Assistance and Training for Occupational Skills project, several of these programs were combined and new materials were added to create the Secretarial Occupations Cluster. This program includes training for the following occupations:

- File clerk
- Receptionist
- Typist
- Clerk/Typist
- Technical Typist
- Medical Typist/Transcriptionist
- Secretary
- Legal Secretary
- Medical Secretary
- Insurance Secretary
- Secretary/Stenographer
- Technical Secretary
- Court Stenographer
- Executive Secretary

The secretarial program was designed as an open-entry, open-exit competency-based individualized instructional system to enable learners to develop skills required for successful job placement and performance. Because there are a number of exit points, the participants can leave training after gaining entry level skills or stay in training and develop the competencies required for more advanced occupations. With instructor aid and individualized learning activities, the participants work at their own pace and progress as they can demonstrate specific competencies. Training requires from twenty-four to forty weeks.

Curriculum materials were developed on the basis of a detailed task analysis for the occupations. Business and industry representatives served on an advisory committee that analyzed job descriptions and assessed the importance of the various skills to successful performance of the job. Classroom instructors provided input and review for the development effort.

Purposes and Objectives

The purposes and objectives are as follows:

- To train learners in skills identified by employers as necessary for job performance
- To accommodate participants' unique learning needs and styles
- To present instruction in small, discrete steps for mastery of both simple and complex operations
- To provide for frequent and specific evaluation of a learner performance that gives immediate positive reinforcement or early problem identification
- To enable participants to gain confidence as they tally new skills on a competency record
- To integrate occupationally relevant basic skills instruction with job training
- To train learners only in areas where preliminary assessment indicates a need for skill development
- To allow for a steady referral of participants who enter as space becomes available and who exit when the necessary competencies have been acquired

Description of Products and Services

The curriculum materials developed for the secretarial cluster include the following:

- A STUDENT GUIDE CONTAINING:
  - -- Introduction to the use of competency-based individualized materials (supplemented by a two-part audiovisual unit);
  - -- Table of Contents detailing competency areas, the subdivision of competencies into tasks, and the analysis of tasks into operations, each of which has a corresponding learning activity called an Operational Unit;
  - -- Operational Unit Pages indicating the performance objective, items required, and materials supplied for each Operational Unit;

-- Worksheets for learners to practice the steps and procedures explained in the learning activity;

-- Evaluation Checklists to be used as pretests of competency, self-checks for the learners, and as evaluation instruments for the instructors to assess competency.

- LEARNING ACTIVITIES (OPERATIONAL UNITS) that provide, in graphically illustrated, print-based form, the steps and procedures to be performed (and information about how to perform them) so as to achieve the performance objective.

- AUDIOVISUAL UNITS supplement the printed Operational Units for those operations learned most effectively with a mediated mode of instruction.

- A COMPETENCY RECORD in the form of a checklist of all competencies necessary to the successful pursuit of employment in the occupation. Signature by the instructor and supervisor certifies satisfactory completion of the training program.

For the secretarial cluster program, there are 253 print-based learning activities and 56 audiovisual units.

The National Center is prepared to offer staff training and technical assistance for the improvement of occupational skill training programs. Such training and assistance could be provided in any or all of the following forms:

- Models for program development

- Procedures for private sector involvement

- Actual program development

- Staff training for program development

- Staff training for implementation of such programs as the Secretarial Occupations Cluster

Reading and Math

Overview

When instructors in CETA programs attempt to teach occupational skills to participants, they find that some of the participants are limited by low levels of reading and math skills. These participants typically have not experienced academic success in their traditional schooling and may have dropped out of school early. One of the reasons expressed for their inadequate motivation to learn basic skills in the traditional school setting is that they do not see the personal relevance of learning reading and math when these subjects are presented as isolated academic disciplines. Furthermore, the practical application of what they have learned is often postponed. Yet, as is widely recognized, these skills are basic to successful mastery of a variety of occupational skills.

To address this problem, the National Center has developed techniques for infusing basic skills instruction into specific job tasks in order to gain the motivational and practical advantages of its demonstrated relevance and immediate use.

Purpose and Objectives

The overall purpose is for participants to gain the reading and math skills necessary for successful performance on the job and to learn those skills in the context of their occupational training. In order to achieve this purpose, the following program objectives have been identified.

- To maintain a general reading level low enough to avoid barriers to learning occupational skills, yet high enough to provide reading practice
- To identify specific math functions necessary to solve problems on the job and provide step-by-step directions for using these functions to perform job operations
- To support reading and math with alternative modes of presentation such as graphics and audiovisual vocabulary development units to clarify and reinforce the written messaage
- To secure active learner participation in vocabulary development and math manipulation through worksheets and interaction required by audiovisual units

- To structure the reading and math according to the main steps of a job operation and a breakdown of the steps into carefully detailed procedures, each expressed as specific directions for action and in a format designed for easy reading

- To provide systematic repetition and review of basic skills through practice of job operations

Description of Products and Services

Training in basic reading and math skills is infused in the job training program materials developed by the National Center for use by CETA participants (see the section entitled "Job Training"). In addition, participant learning materials in the following curricula have been developed in accordance with the same principles:

- Orientation to the World of Work
- Career Alert Planning
- Work Maturity Skills
- Job Search Skills

Technical assistance can be offered to agency staff on procedures for teaching occupationally relevant basic skills in the training program currently offered to participants. Another option is assistance in developing basic skills curriculum units to supplement and enhance the effectiveness of existing programs.

Job Placement and Development

Overview

The desired outcome of all the services provided by employment and training agencies is permanent unsubsidized employment of the participant. In the words of the 1973 Comprehensive Employment and Training Act, the objective is "to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency." Maximum employment opportunities imply more than just a job. When asked about their aims, CETA participants typically respond, "I just want a job." But uninformed and indiscriminate choice of employment will not lead, except by occasional accident, to long-term retention, satisfaction, and success in the job. Placement services must account for the all-important second mile.

In the face of high unemployment and job scarcity, it is a challenge for placement staff to couple ideas of suitable jobs for participants with the situation in the job market. The needs of participants tend to outrun the number and suitability of job orders.

Purpose and Objectives

The National Center for Research in Vocational Education has developed a set of guidelines to assist prime sponsors in performing the placement function in a manner consistent with the stated goal, yet cognizant of job market realities. The guidelines include materials related to both job placement and job development.

With reference to placement of participants, the objectives are to enable staff to--

- direct participants to job openings that correspond with their skills, qualifications, and interests;
- give participants updated, realistic information about the job market for their occupational field;
- maintain an awareness of the multifaceted nature of participants' employment needs;
- provide continued and consistent support for participant growth in job search skills; and

- enable participants to seek and obtain a job rather than to be placed passively.

The objectives for job development are to enable staff to--

- furnish information to employers about the agency's services;
- obtain information about employers' general employment needs and specific job openings;
- provide information about the qualifications of job-ready participants; and
- expand employment opportunities through such means as apprenticeships, OJT, and work experience.

Coordination and cooperation between community service agencies offer potential for meeting the challenges of job placement and development effectively. A model for a training and placement council is presented with the objectives of allowing agencies to--

- work cooperatively to meet the employment needs of participants;
- promote community awareness of its goals and specific activities through coordinated public relations efforts;
- broaden knowledge of the local job market through exchanged information; and
- avoid duplication of effort.

Description of Product and Services

Job Placement in Employment and Training Programs: An Action Planning Guidebook consists of three parts including sections on job placement, job development, and organizing training and placement councils. Tasks corresponding to the objectives for each area are identified, and guidelines for completing each task are given. In addition, an accompanying set of worksheets is provided for agency-specific analysis of each task.

The National Center is prepared to offer staff training and consultation to improve procedures for job placement and development.

Follow-Up and Follow-Through

Overview

While collection of follow-up data is mandated for reporting purposes, creative use of the follow-up procedure can yield a number of other benefits. The most obvious is the feedback that can be used to improve program offerings, curricular content, and the overall preparation of participants for a job.

Another advantage the follow-up system can provide is the opportunity to deepen contacts with employers in the community and to gain additional information about the labor market and the hiring, training, and promotional practices of businesses.

It is important that follow-through with the participant be closely related to the follow-up effort. The "sticking power" of the prime sponsor's previous services to the participant may depend on applying a final layer of glue--represented by helping the participant (and, perhaps, the employer) to address any problems that surface in follow-up. Counseling and referral to needed support services or sources of additional training can be of tremendous aid in job retention.

Purpose and Objectives

The National Center's purpose in addressing the question of how follow-up and follow-through should be conducted is to assist prime sponsors in obtaining the maximum benefit for their participants and themselves from an activity which is reportorial in nature.

With regard to follow-up, one of the objectives is to provide information about the procedures used by other prime sponsors and their thoughts about what experience has proven effective for them. A second objective is to relate this experience to particular purposes for collecting follow-up data and to provide guidelines for accomplishing those purposes. Because there is a dearth of literature of this specific nature, the National Center surveyed a number of prime sponsors to gain their insights.

With regard to follow-through, the objectives are to develop procedures for using follow-up data to identify problem areas and to develop strategies for using this information in offering supportive follow-through services to participants.

Description of Product and Services

Follow-Up and Follow-Through in Employment and Training Programs: An Action Planning Guidebook is written in two parts. The first part describes the follow-up tasks:

- Identify purposes of follow-up activities for your agency
- Design a follow-up strategy to correspond with the purposes identified
- Decide on procedures to carry out the strategy
- Develop aids for data collection (questionnaires, interview guides, telephone scripts)
- Collect data
- Analyze data
- Communicate resulting information to the U.S. Department of Labor and to specific agency staff for use according to identified purposes

The second section of the guidebook contains information on the follow-through tasks:

- Identify areas for participant reinforcement
- Identify available means of reinforcement (i.e., counseling, referral to other agencies, etc.)
- Determine effective procedures for delivery of supportive services
- Implement procedures

In addition to the book, an accompanying set of worksheets provides for agency-specific analysis.

The National Center will provide consultation and staff training to improve the follow-up and follow-through procedures of employment and training agencies. The guidebook would be provided to those participating in training.

ENDORSEMENTS

A brief summary of endorsements from agencies that have used the National Center's products and services, or persons who have reviewed them in depth, is presented here. More information about users, and how to contact them, will be provided upon request.

"The National Center really helped us to coordinate and consolidate our programs for youth and adults. We now see how we can maintain a good balance between programs that we run and those that we contract out to service providers. The National Center is giving us the curriculum and staff training that will ensure high-quality experiences for our participants."

Joseph Daniel, CETA Director
Fort Wayne (Indiana) Area
Consortium

"The National Center is good to work with. The staff understand our problems and the pressure that we're under, and they are flexible enough to respond with help and assistance when needed."

Charles Carr, Youth Manager
Philadelphia Office of Employment
and Training

"The National Center worked day and night to help us develop our RFP for FY 1982 and then conducted good inservice training for our regional staff and service providers."

Larry Conner, CETA Director
Kentucky Balance of State

"I have greatly enjoyed my involvement with the Center and its fine staff. The materials produced by the Center are of high quality and represent a comprehensive review of all the available research in each topical area. They were developed in consultation with practitioners and business people, and in such a way as to be flexible enough to permit molding to fit specific local conditions. And, when viewed as a total package, the materials present several viable variations of a model participant flow. I believe that agencies which feel a need in any of these areas would do well to consult with both the written materials and the highly professional staff which compiled them."

Gerald Gordon, Director
Arlington (VA) CETA

AVAILABILITY

Information concerning the availability of products and services may be obtained by contacting:

Program Information Office
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

(800) 848-4815 (toll free outside Ohio)
(614) 486-3655 (in Ohio)